

Conflicts in History

Aligned with Lesson 17 Literacy

Week 2 Unit 4: Lesson 17

This week we use the survival vs. living concept and apply it to slavery as we begin to explore this period in America's history. As we delve into this subject matter, we will keep in mind the essential question, "How can you figure out ideas the author doesn't state directly?" Although we will still be focusing on the same essential question and comprehension strategies highlighted in Lesson 17, the stories will be different from those in Journeys.

Essential Question

What is freedom?

Is it worth risking your life for freedom?

How does conflict lead to change?

Guiding Question:

1. What was life like for a slave?
2. What were the most significant conflicts between the North and South in 1860?

Materials:

Journeys Unit 4 Lesson 17

CLLG Page 72-73—Conclusions.

The following three books can also be used to supplement the reading from Journeys.

Henry's Freedom Box

Sweet Clara and the Freedom Quilt

Working Cotton

http://teacher.scholastic.com/activities/bhistory/underground_railroad/story_slavery.htm

<http://www.awesomestories.com/biographies/frederick-douglass/story-preface>

Day 1

Begin the week by reading the account of Frederick Douglass' life from

<http://www.awesomestories.com/biographies/frederick-douglass/story-preface>

Read pages 1-3, stopping periodically for brief discussions. Use the following questions to help guide the discussion:

Even though Frederick rarely saw his mother, I can tell from reading that she must have loved and missed him terribly. What clues do you think help me draw that conclusion?

Why do you think slave owners thought literate slaves were dangerous slaves?

Why do you think the slaves were kept "almost naked?"

How do you think the slaves felt as they were valued along the cows and pigs at "auction?"

After reading and discussing, have students use the clues to draw conclusions about life as a slave. Use the mini-lesson and graphic organizer in CLLG page 72 as a guide for discussion.

Day 2

Have students listen to the following story about a slave named Walter:

http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm

Listen to his story as it takes you through his time on the plantation to his escape to freedom. As you listen to this story, stop periodically and discuss the story. Ask questions that utilize the ability to draw conclusions. Make sure students are able to support their conclusions with actual clues from the story.

Assessment/Evaluation

Have students answer the following question in their Reading Log:

Were slaves surviving or living? What clues helped you come to those conclusions?

Day 3

Read aloud the following story about Fannie Moore. As you read, stop periodically and discuss the story, asking questions to deepen comprehension.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/children.htm

Assessment/Evaluation

Have students put themselves in Fannie's shoes. Ask them to answer the following question: What is the hardest thing about being a slave? What clues helped you come to those conclusions?

Day 4

Listen to the following slide show that discusses the history of slavery all the way up through the Civil War.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/slideshows/plantation_slides.htm

As you watch the slide show, stop periodically and discuss the story, asking questions to deepen comprehension.

Once the history has been discussed, explore the following map which gives information about the difference between the Union and Confederate states.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/map.htm

Assessment/Evaluation

Have students answer the following question in their Reading Log:

What were the most significant differences between the North and South in 1860.

After reading about Fannie Moore, have students put themselves in Fannie's shoes. Ask them to write about what they think is the hardest thing about being a slave. They must include details from things they learned this week.